

## MODERN LANGUAGE BULLETIN

### ORGANIZATION OF MODERN LANGUAGE TEACHERS

Last December, in Cleveland, Ohio, an organization was launched, the purpose of which is calculated to send a thrill thru every live body of modern language teachers west of the Allegheny Mountains. Its name is The Association of Modern Language Teachers of the Central West and South. Unfortunately, the Far West was still too far behind in the organization of state associations to join the movement for national organization; otherwise there might have been two associations, one of the Central West and South, and another of the Pacific Coast, or one association of the Central West, West and South, which would have been formidable in name, if in nothing else.

The larger association of the East had already formed a Federation for the purpose of establishing a common organ of publication, and one of the first acts of the new Central West and South Association was to enter into an agreement with this Federation to help support the new organ, thus making of it virtually the national organ of modern language teachers' associations. The Modern Language Journal, as it is to be called, will become at once the medium of communication between various associations and their members, and the one important pedagogical magazine for all modern language teachers who feel that they may learn from others and may perhaps some day, in turn, help still others.

The Journal is to appear monthly, for eight months of the school year, beginning with this October. The regular subscription price is to be \$1.50, but members of associations belonging to the Federation or affiliated with the Association of the Central West and South may subscribe at the rate of \$1.25.

It is sincerely to be hoped that the number of subscriptions from California will be large, especially as our State is by no means behind the other States of the Union in the matter of modern language instruction. Southern California is abreast of the times also in the organization of teachers, with its Modern Language Association.

In the San Francisco Bay Counties the teachers (at least a small portion of them) are organized, but around separate languages, and this state of affairs is likely to continue, unfortunate tho it be. And what a pity it is that we cannot have a California Association of Modern Language Teachers, with sectional meetings, and supporting a State Bulletin as well as the Modern Language Journal.

There are some teachers who are caught in little eddies in small backwater pools, utterly oblivious, and hence indifferent, to what is going on in their specialty in the rest of the world. A state association, including in its field the Germanic and the Romanic languages, and in its membership both college and secondary school teachers, might draw them out of their little eddies into the onward sweeping

current of progress. The psychological effect of a California Association of Modern Language Teachers would be considerable. The feeling of numbers and solidarity would be inspiring. Furthermore, there is no better agency for keeping teachers of German effective and progressive than strong, wholesome rivalry of effective and progressive teachers of French and Spanish. And vice versa. But such rivalry, to be wholesome and constructive, should find its chief expression within a common organization. Let us look into the future with hope.

The nation-wide movement of organization among modern language teachers doubtless arose from a conviction that all teachers of modern languages are members of one body, and, when one member or group of members is negligent, sluggish, or dead, the whole body suffers. This conviction started at the top of the profession, and college and university professors took upon themselves their full share of the blame for poor secondary school teaching. If only the rest of the profession will be equally frank and determined, the whole body may be made sound and vigorous. There will never be a better time to take a proper stand than now. Let us get behind the cause and push.

Many a parent of school children knows a thing which some special teachers and, possibly, some specialists in general education, have yet fully to realize, viz., that there is no more important group of public school subjects than modern languages, including, of course, the mother tongue. It follows, then, that there are for American schools no more important pedagogical problems than those of effective instruction in English and the modern foreign tongues.

The difficulties which confront teachers of English are of a different character from those with which the foreign language teacher has to deal, and will for that reason not be taken into consideration in this paper. The teachers of the other modern languages have enough problems of their own, and the organization referred to above was started with the very definite aim of attacking and solving them.

The problems face all teachers in the field, from head professors of university departments down to teachers in the elementary schools. A hopeful feature of the situation is the fact that the first concerted attack is to be directed against the collegiate and university training of teachers for our public schools. Since public school teachers are likely, in large measure, to do what they have been trained to do, the reform movement seems to have started at the right point, the top, and to be headed in the right direction, downward. The whole question is thrown open for debate, and it is the sincere hope of those back of the movement that the discussion will be nation-wide and engage the active interest and participation of all who have ideas worth consideration and are not afraid to stand up for them. The experience and observations of public school teachers who have accomplished notable results in their teaching will be by no means the least important factors in solving the problems of the whole profession. They afford a most valuable check on the aims of the special

training afforded by the universities. It is for this reason that the organization under discussion invites the cooperation of public school teachers, especially high school teachers.

The members of the profession must look, for the solution of their pedagogical problems, to themselves, not to the powers that be, who control their destiny otherwise and sometimes presume even to interfere here. If we had expert final authorities to manage our educational affairs it might be different. But we have no national educational authorities at all, and the control of our state authorities is limited by the American system of local self-government. Local boards of education may, if they choose, exercise final authority in almost all school matters. The framers of our educational system seem to have considered the pedagogues of the Pilgrim Fathers a sorry lot, intellectually and temperamentally so underendowed as to need to be held forever under the benevolent tutelage of superiorly endowed men of affairs. In some communities authority over the schools is placed, at times, in the hands of men who lack expert knowledge, and this creates the absurd situation in which the School Board, instead of promoting progress in the schools, hinders it. Fortunately, such is not always the case. However that may be, the teachers must do their own planning and prophesying, if progress is to be promoted. And membership in a national organization devoted to the discussion of the problems of one's own narrow specialty is the best means of getting out of the ruts, and keeping pace with the leaders.

The national federation is now in existence and the branch west of the Alleghenies is seeking to enlarge its membership by affiliating the already existing state and local organizations in its vast territory. No affiliated organization will, in any sense, lose its identity or usefulness. Quite the contrary. Affiliation ought to mean quickened interest and growing usefulness. Subscribers to the *Journal* will be brought into touch with the fresh thought on the aims and methods of modern language teaching. They will have held up before them the ideals of the profession, as these gradually assume more definiteness. And the means whereby these ideals may be attained will receive full and careful consideration. At the same time it is safe to say that the valuable literature already published in this field will be freely drawn upon and duly referred to.

The aims of the profession have shifted in the past and the shifting process is not yet at an end. A study of this process would be illuminating to many a teacher, showing his or her historical position. A generation ago the modern languages were still engaged in a bitter struggle for a place beside the ancient languages in colleges and secondary schools. After gaining a place they had to free themselves from the traditions of ancient language teaching, for it was recognized that a living language must be treated as alive, not as dead. An important new science has come to the fore, the physiology of speech production, to compete with and shed light upon systems of inflection, rules of syntax, and schemes of verification. The human element

in the humanities has been rehabilitated. Modern philologists have made discoveries that are extremely important to classical philologists. And there is still more to be found out. The shifting of aims affects the whole range of teachers from the bottom to the top.

There was a time when the college teacher of modern languages attempted to do three things: teach grammar and translation in two directions, to which was added, by way of diversion, an occasional timid excursion into the purlieus of literary criticism. The aim was to put students through a definite grind, and the less they knew about what they were doing, and the harder they had to work, the better it was for them. Nowadays, with the phenomenal expansion of modern language instruction in our preparatory schools, there has devolved upon the college teacher the further duty of training teachers for preparatory schools. At the same time the requirement of the school teachers has been shifting, from teaching something about a foreign language to cultivating the ability to use it as a key to unlock a foreign literature and culture. Less emphasis is now laid upon sharpening distinctions down to the finest point, and more upon expanding the horizon, widening the sympathies, and enriching the inner life. Is the loss fully compensated for?

The American mind did not originate, nor has it yet assimilated, all the great thoughts of the world, and there are still vast realms of esthetic enjoyment as unknown to the average American as are the conditions of life on the planet of Neptune. The opportunities of the teachers of foreign languages, both ancient and modern, are unlimited. Of no group of teachers is broader and more thorough preparation required, and none need more than they to organize for mutual counsel and inspiration.

WILLIAM A. COOPER,

Associate Professor of German, Stanford University.

## PREPARATION OF THE MODERN LANGUAGE TEACHER

For those who teach modern languages, the chief preparation must always be a prolonged sojourn among those peoples whose language and civilization are studied in our class-rooms. To become acquainted with the life of the nation whose books we read, with the atmosphere, the customs, the peculiarities which its writers depict, there is only one way, namely, to live with and to be one of that nation.

Even the teacher who speaks fluently the language which he or she teaches, will not necessarily make a success of his or her work; not the teacher who is known as an excellent drill-master and who possesses all the elementary facts of the subject will necessarily be a success in the best sense of the word. For after all, there is something above these things necessary to make the teacher inspiring, and the work of the class-room enduring. To put it baldly, everything depends on the mental outfit of the teacher, on the number of steps which he or she has taken ahead of the pupils to be taught, on the depth and breadth of general information which the teacher possesses to make all intellectual work seem worth while. To be a truly leading teacher, mental and spiritual, abundance and resourcefulness are absolutely as important as readiness in purely technical or practical things in language teaching.

These things are to be emphasized all the more because many teachers have not had the advantage of a sojourn abroad; nor do they have in many cases the great advantage derived from the companionship of fellow teachers who have enjoyed the privilege of study abroad. That, indeed, would be a fair recompense; to have the counsel and corrective influence of those who know things better than we do,—and there are always many of the latter. Only it is not our luck to have them for close friends.

What then should a wise teacher do, to have the best preparation for the teaching profession? My answer is: Possess a small library of a few, at least, of the world's master spirits. For, after all, there is a great deal of humanity upon our book-shelves, and, unless I am greatly mistaken, it has an evident advantage, for various reasons, over the humanity of daily contact. The humanity selected for our shelves can be of the choicest kind and capable of responding to every mood, whether it be to stimulate or to heal. We need this intercourse with the world's great minds, with those classics of every age, to keep before us standards of knowledge, and standards of character; we need them to keep unclouded that sense of values which makes us remember that to interpret current events the records of humanity are necessary; we need the thoughts, the selected culture of those choice spirits of the past—in the words of Saint Beuve: "To reconcile us with the world and often with ourselves."

Even teachers often evince a disconcerting helplessness in the presence of a collection of books. There can be no doubt that the fragmentary character of our curricula assisted by the student's eag-



erness to get through with his courses as soon as possible in order to begin practical life, is to blame. It is thus that quiet application and intelligent mental growth are sacrificed too soon to the demands of an active career, to the exigencies of utilitarianism which fails to seize the opportunities offered at college of viewing humanity from the nobler standpoint of genuine culture.

(Resumé of paper read before the Modern Language Section, C. H. S. T. A., July 13, 1916, by Professor R. Schevill, Head Department Romanic Languages, University of California.)

---

### LA ENSEÑANZA DEL ESPAÑOL

Ya hemos hablado en otra ocasión del estudio del español en los Estados Unidos y acabamos con la idea de que ahora lo más urgente es obtener buenos maestros. Me aprovecho de la amable invitación del secretario de la Modern Language Association of Southern California para decir algo más sobre la enseñanza del español en los Estados Unidos, particularmente en California.

Durante los últimos diez años he tenido la oportunidad de conocer a un gran número de maestros de español de muchísimas universidades y high schools de los Estados Unidos como maestro de español en las universidades de Chicago, Colorado, California y Stanford. Por consiguiente, creo poder hablar con autoridad sobre varios problemas que se relacionan con la enseñanza del español en nuestro país y que ahora piden a gritos la atención del público en general y de los directores de la enseñanza en particular.

Se ha desarrollado el estudio del español en los Estados Unidos de una manera tan maravillosa durante los últimos tres años que es oportuno preguntarnos como se lleva adelante la enseñanza de esta lengua y que aptitudes y conocimientos tienen los maestros que la enseñan en nuestras escuelas, colegios y universidades. Forzosamente me veo obligado a hablar de cosas que tal vez ofendan a algunos, pero para provecho de los que lean estas observaciones con simpatía e imparcialidad desde luego diré que voy a hablar con toda franqueza y sin rodeos.

Para que el español se enseñe en las escuelas es desde luego necesario que haya maestros competentes. Ahora bien, ¿qué calidades y qué conocimientos debe tener el maestro de español? No pretendo hablar con toda autoridad sobre todos estos puntos; pero sí diré que lo primero y más esencial es que el maestro de español sepa el español y que lo sepa bien. Sobre este punto, por lo menos, creo que no puede haber diversas opiniones. Hecha esta declaración, cabe todavía decidir en que consiste saber el español. No seré irrazonable. Sería un absurdo el que yo pretendiese decir que debemos

tener en nuestras escuelas maestros de español que sepan la lengua española perfectamente de todo punto de vista. No aspiro a esa perfección. Sé que sería un absurdo querer traer de España a un Menéndez y Pelayo o a un Emilio Castelar para maestro de español. Empero, entre Emilio Castelar y alguno que otro maestro de español de mala muerte que he tenido la oportunidad de conocer en los Estados Unidos deben existir algunas personas que reúnan algunas de las calidades y conocimientos necesarios para poder enseñar el español. Para poder enseñar el español en nuestras escuelas y colegios opino que el maestro debe reunir siquiera los siguientes conocimientos y calidades: (1) Debe saber hablar español correctamente y pronunciarlo bien. Es una desgracia lamentable que tantos de nuestros discípulos estén ahora estudiando el español con maestros que no saben hablar español, que ni siquiera pretenden hablarlo, y que no tienen la menor idea de lo que es una pronunciación correcta y esmerada. En una nación culta como ésta es verdaderamente sorprendente que se tolere nuestra situación en cuanto a este punto, para mí de capitalísima importancia. La gran mayoría de nuestros maestros de español no sabe hablar español. La pronunciación de casi todos es insoportable. (2) Debe ser graduado de un colegio de los Estados Unidos o de una institución educacional de igual rango de Europa o América. Debe haber estudiado la lengua española por varios años y haberse preparado para maestro de idiomas, estudiando además del español el francés y el alemán si fuere posible. Un buen conocimiento del inglés debe también acompañar a los estudios mencionados. (3) Debe saber algo de la historia, de la literatura y de la cultura en general de España y de la América española. Debe tener algunos conocimientos del rol de la raza española en la historia del mundo, conocer siquiera imperfectamente el espíritu español y simpatizar con él. (4) Debe haber viajado por algún país español y estudiado con maestros españoles ya sea en España o en la América española o en un universidad americana donde haya maestros españoles. (5) Debe tener aptitudes para maestro y haber recibido instrucción de algún maestro de fama reconocida.

¿Cuántos de nuestros de español reúnen estas calidades y aptitudes? Muy pocos, por desgracia. Vamos tan extraviados que ya ni se piden calidades algunas para maestro de español. En muchas escuelas y colegios la enseñanza del español no está en manos competentes. Algunas de las causas de esta lamentable situación son las siguientes: (1) La enseñanza del español se ha desarroldadotan rápidamente que ha sido casi imposible obtener buenos maestros. (2) Se ha creído en el absurdo que el español es una lengua fácil que cualquiera que sepa un poco de latín o francés puede enseñar o aprender. (3) Hay muchos maestros que todavía creen que la lengua española debe enseñarse como si fuese latín, griego o sánscrito, traduciendo al inglés, hablando inglés siempre y escribiendo una que otra oración española en la pizarra. No hay que maravillarse, por consiguiente, que no se necesiten buenos maestros de español. Para enseñar la lengua española de esta manera, claro es que sólo se necesita saber un

poco inglés. Debemos desilusionarnos. Para llegar a entender la lengua española y el espíritu de la raza española hay que aprender la lengua tal como los españoles la hablan. En las escuelas donde no se pueda obtener un maestro de español que reúna la mayor parte de las calidades y aptitudes arriba mencionadas, por cierto las que mencionamos en (1), (2) y (3), no se debe enseñar el español. (4) Por una razón para mí inexplicable la enseñanza del español en nuestras escuelas, colegios y universidades está casi dondequiera bajo la dirección y administración de un maestro o profesor de alemán o francés. En algunos casos esta condición ha sido casi necesaria y por fortuna se ha entendido el problema de la enseñanza del español desde el principio, pero en la mayoría de los casos el resultado ha sido una calamidad. Yo, como maestro de español nunca pretenderé decir como, de qué manera y por quién debe enseñarse el alemán o el ruso, y por eso nunca he podido comprender porqué la enseñanza del español en los Estados Unidos continúa bajo la dirección de los maestros de alemán y francés. Esta situación los maestros de español de este país deben cambiar radicalmente antes de que se pretenda establecer la enseñanza de la lengua española sobre base científica. La enseñanza de nuestra lengua debe ser dirigida por maestros sabios y competentes de español, y no de alemán o francés. Hay que abolir esta esclavitud, causa fundamental de que se enseñe tan mal el español en muchas de nuestras escuelas. Con igual entusiasmo debemos declarar que la enseñanza del francés debe ser dirigida por maestros competentes de francés, y no de español o italiano.

AURELIO M. ESPINOSA,  
Professor of Spanish, Stanford University, Cal.



## A SPANISH CLUB WITHIN A CLASS

The account of the Spanish Club given by Miss Ruth Henry in the last issue of the Bulletin, was both interesting and suggestive. The following article has been requested as it presents a different plan. During the past year the experiment of organizing a Spanish class into a club has been tried. Though the year's experience suggests many new ideas and improvements the results have been very satisfactory. The scheme was accepted and carried out with great enthusiasm by a class of the second year. They chose for their name, El Club Iberia. Twice a month, the last twenty minutes of the period were devoted to the business meeting, which was always conducted in Spanish.

The work was social rather than literary. As the latter was always preeminent in the regular work of the class-room, it was found to be an advantage to encourage the former in the club. Through this means the class had a common interest. They became better acquainted with each other, the result being that there was greater freedom in the recitation. They developed the power to carry on an informal, though to be sure a very simple, conversation in Spanish and they became acquainted with more of the Spanish customs, songs, and a few games.

The following were some of the activities. The year began with an informal reception. The club withdrew to a suitable room and the hour for the recitation was devoted to the playing of some simple games, and the listening to some of the best Spanish music on the Victrola. Before dispersing, "mate" was served from a mate-cup in true South American style. At Christmas time the Iberia Club entertained another Spanish class reciting at the same hour, by playing such games as Santo Macarro, El Piñate, by singing some of "Las Canciones de las Posadas," and by presenting them with small and inexpensive gifts which afforded amusement and topics for conversation and which were later distributed by the pupils among the little Mexican children. This time the Mexican refreshment "chía" was passed and enjoyed by all. On one occasion the club secured the services of a most interesting and highly educated Spanish gentleman, Professor Uribe of Los Angeles, who addressed all the pupils studying the language on the subject of Mexico. The club entertained him with a dainty luncheon served by the domestic science department. They were charmed by his interesting stories and beautiful Spanish.

A half-day's excursion was made to the San Gabriel Mission. Preparatory to this the most important missions along the coast were studied and interesting stories concerning each were related in the class-room, special attention having been given to that of San Gabriel. On the appointed day the class made the trip in autos, going first to the mission and there being conducted over that noted old landmark by a guide who explained everything in the best Castilian. The Mis-

sion Play-house was then visited in order to study the miniature missions surrounding it and thus associate the previous knowledge gained of each with the buildings as seen there. A distinctly Spanish dinner was later enjoyed. The pleasantest feature of the trip was the presence of Professor Uribe and wife as guests, who greatly stimulated an interest not only in what was being seen but in the Spanish people themselves and in their language.

In the earlier part of the year after having studied one of Moratin's comedies, the club decided to act it out as they read it. Guests were invited and the program was attractive and humorous. The added improvement in reading afterwards was very gratifying. In the spring, a play was offered to the public. On this much time and labor were spent. "The Sandalwood Box," with its setting in Granada in the time of the Moors, was translated and a gay and festive party scene was added. Pretty Spanish costumes were secured, many of which were loaned by the Spanish Club of the University of Southern California. There was a charming serenade scene and music on the accordion. The program met with the approval of a large audience.

The year closed with an evening party which pupils and teacher enjoyed exceedingly because of their close associations throughout the year. Spanish guests of note were invited who contributed greatly to the pleasure of all present and assisted in confining the language of the evening to Spanish.

SARAH M. HATFIELD,  
Pasadena High School.

---

## TRANSLATIONS FROM THE FRENCH

by

WILLIAM VAN WYCK, U. S. C., '17

### BALLAD TO THE MOON

At dusk I see eftsoon,  
O'er yellow spire perched high  
The moon—  
Like dot o'er an i.

O, sombre moon dismayed,  
There scarcely is a trace  
(For shade)  
Of thy profile or face.

With single eye that sears,  
Much like bold cherubim  
That leers,  
Thou art quite pale and slim.

Art thou naught save a ball  
That spider most secrete,  
In thrall,  
Rolls without hands or feet?

Art thou the gong to chime,  
The yellow dial to tell  
The time  
To poor damned souls in Hell?

Is 't writ upon thy page  
(This dusky night for me)  
The age  
Of their eternity?

What gnawing worm is that  
Which on thy visage feeds,  
So fat,  
As thy slim shape recedes?

The other eve withal,  
O, moon, what blinded thee?  
Didst fall  
Into some pointed tree?

Dejected and forlorn  
Thou camest then to stick  
Thy horn  
Across my flags of brick.

I heard thy dying wail,  
When Dian virgin-free  
And pale,  
Fell in the wine-dark sea.

Didst thou believe her replaced?  
Already wrinkled, quite  
Effaced  
Is thy sad visage white.

She of the virgin breast,  
Hunting up and away,  
Hard pressed,  
The morning stag at bay,

Is under rosy skies,  
'Neath trees at break o' day  
And lies  
'Mid her swift harriers gray.

But fearing them, some kid  
High hung on moss-grown crest,  
Is hid,  
As still they idle rest.

They soon to quarry give heed,  
Down-stream, then through the wheat,  
O'er mead,  
Come panting dogs and fleet.

Not even breeze surmised  
Apollo's sister sweet,  
Surprised,  
Bathing her rosy feet.

To place a kiss bird-light  
On lips of shepherd lad,  
At night  
She came alone, unclad.

O, silver moon, all hail!  
Of this love-making bright  
The tale,  
Embellishes thy light.

May thy heart be at rest  
Wherever thou dost go,  
Be blessed  
Thy full orb, half orb, bow.

The herdsman loves thee well,  
And if thy disc be dark,  
There'll swell  
His faithful mastiff's bark.

The pilot too loves thee,  
When his great ship mounts high  
The sea,  
Under a starry sky.

The little maiden sweet  
That runs the hedge along  
So fleet—  
Sings unto thee her song.

And as the chained bear lags,  
Beneath thy clear, blue eye,  
There drags  
The ocean, mountain high.

So when the daylight wanes,  
And if the skies do frown  
At rains,  
I come and sit me down

To watch at dusk eftsoon,  
O'er yellow spire perched high  
The moon—  
Like dot o'er an i.

—From the French of  
Alfred de Musset.

## THE CAB HORSE

By day, by night a -slipping in the street,  
 Sweating in sun and dripping in the rain,  
 With effort stretching a chapped nose in pain,  
 And trotting out a life on tired feet.  
 Of his long mane quite smothered in the heat  
 That slaps a long, parched throat, thirst-racked again  
 And on an oft chafed side a fresh blood-stain,  
 And foam-blown bit a knell with death replete.  
 Great, soft, round eyes that stare as dull as lead,  
 And chewing on the run with lowered head;  
 His wrong and pain he pardons for all time,  
 Poor weary hero, beaten to a faint,  
 People scarce notice him, sad beast sublime—  
 Were he a man, he would have been a saint.

—From the French of Edmond Haraucourt.

## SERENADE

20

April's here my little one  
 And returns the exiled sun.  
 In their nests the birdlings fight.  
 Azure is the sky above,  
 And are seen the snowy white  
 Feathers of the turtle dove.

From seductive mirror fly;  
 If your hair is all awry,  
 Leave it hanging long and thick.  
 Ribbon 's of no use to you;  
 For the thorny thicket's prick  
 Golden tresses will undo.

Let us wander then, where lies  
 Airy path for butterflies.  
 One awaits you by the pool  
 Where winged dragons flit and wink;  
 Where the shy wild creatures drink  
 Limpid waters, fresh and cool.

—From the French of François Coppée.

## A SONNET FOR MARIE

One sees the rose upon its stem in May  
 A-blushing, at its youthful beauty's height.  
 The sky is angry, jealous at the sight  
 Of dawn that water it at break-o-day.  
 Amid its leaves Love and the Graces play—  
 The whiles its scent the garden doth delight.  
 But wooed to death by rain's too ardent might,  
 It withers quickly, droops and falls away.

Thus in thy first, fresh, youthful frailty  
 And beauty, honored by the earth and sky;  
 As dust did Fate ordain thee to repose.  
 For obsequy—receive the tears I shed,  
 The lacteal vase, and the funeral bread—  
 Dead or alive thy soul a glowing rose.

—From the French of Pierre de Ronsard.

## PARLIAMENTARY TERMS

The following parliamentary terms may be of use to those interested in Spanish and German clubs:

---

Reglamentos

To call meeting to order—abrir la sesión.

To appoint a committee—nombrar una comisión.

All in favor signify—los que estén por la afirmativa digan sí.

All opposed signify—los que estén por la negativa digan no.

The motion is carried—se aprueba la moción.

To make a motion—presentar una moción.

To have the floor—tener la palabra.

To second a motion—secundar la moción.

To put the question to vote—poner la cuestión a votación.

It has been moved and seconded—Hi sido propuesto y secundado.

The motion has been lost—la moción ha sido denegada.

To call for nomination of officers—proceder al nombramiento de empleados.

First business in order—el primer asunto de la lista.

To keep a record of the proceedings—levantar las actas de la sesión.

Is there further business to be brought up?—¿Hay otros asuntos de que tratar?

Are you ready for the question?—¿Está el asunto suficientemente debatido?

To move to adjourn—proponer que se cierre la sesión.

To lay on the table—poner el asunto en carpeta.

To take the question from the table—pedir que la mesa ponga a discusión el asunto otra vez.

To amend—modificar.

To amend constitution—corregir la constitución.

To adopt resolutions—aceptar una resolución.

To reject—desechar una proposición.

To withdraw a motion—retirar una moción.

Funds—fondos.

To postpone—posponer.

Resolved that—se resuelve que.

To rise to a point of order—pedir la palabra para una moción de orden.



To call the gentlemen to order—llamar al caballero al orden.  
 To proceed to—continuar, proseguir.  
 To reconsider the vote—reconsiderar el voto.  
 A quorum—un quorum.  
 By order of—por acuerdo de.

Contributed by MRS. SARAH M. HATFIELD,  
 Pasadena High School.

#### Parlamentarische Ausdrücke

Der Verein wird jetzt zu Ordnung kommen.  
 Die Versammlung ist hiermit eröffnet.  
 Der Schriftführer wird den Sitzungsbericht der letzten Versammlung lesen.  
 Wenn niemand etwas gegen den Sitzungsbericht einzuwenden hat, wird er wie verlesen angenommen.  
 Gibt es unerledigte Geschäfte?  
 Gibt es noch etwas von der letzten Versammlung zu besprechen?  
 Haben wir etwas neues Geschäftliches zu besprechen?  
 Ich schlage vor, dass—  
 Ich beantrage, dass—  
 Ich unterstütze.  
 Unterstützt.  
 Der Vorschlag ist gemacht und unterstützt—  
 Wünscht jemand das Wort?  
 Alle die dafür sind, belieben ja zu sagen. Die dagegen, nein.  
 Der Vorschlag ist angenommen.  
 Der Vorschlag ist nicht angenommen.  
 Ich erhebe mich eines Ordnenpunkteswegen.  
 Ich schlage vor, das heute wir das Lesen des Sitzungsberichts ausstellen.  
 Der Ausschuss. (Committee.)  
 Beständiger Ausschuss. (Standing Committee.)  
 Allgemeine Zustimmung.  
 Eine Verbesserung. (Amendment.)  
 Verschiebung. (Postponement.)  
 Einem Ausschuss zu überweisen. (To refer to a committee.)  
 Geheime Abstimmung.  
 Ich schlage vor, dass wir uns vertagen.  
 Ich schlage—zur Wahl vor.

Contributed by ELIZABETH MEYERL,  
 Polytechnic High School, Los Angeles.

REPORT OF THE MEETING OF THE MODERN LANGUAGE  
SECTION OF THE C. H. S. T. A.

The Modern Language Section, C. H. S. T. A., met this year at the University of California under the chairmanship of Miss Anna M. Tietjen of San Francisco, President of the German Section, B. C. T. A., with the secretary of the Romanic Language Association acting as secretary of the Section. Two meetings were held, Tuesday morning, July 11, in Bacon Hall and Thursday, July 13th, in the auditorium of the Architecture Building. Both meetings were well attended.

Professor Ramón Jaén of West Point, spoke on "La Novela Actual." He said that one of the chief hindrances to the development of modern Spanish fiction was the lack of literary criticism in Spain. He also spoke of the unpopularity of Spanish literature in America because of its pessimistic tone: the United States being a young, prosperous and therefore optimistic nation, found little to attract it in Modern Spanish thought. He took up in turn six of the best modern Spanish authors: Alarcón, Pereda, Valdez, Pardo Bazán, Galdos, Blasco Ibañez, and discussed their works in a scholarly and at the same time very interesting manner. His address was greatly enjoyed and all of the audience who understood Spanish would have been willing to listen for an hour longer.

Professor Turner of the University of California spoke on "Limitations de la méthode directe." His paper was, in a measure a refutation of the paper presented before the Modern Language Section last year by Professor Cooper of the German Department, L. S. J. U., on the Direct Method.

A paper by Professor Cooper of Stanford University on "University Training of High School Teachers of German" was read, in his absence, by Miss Tietjen. It aroused great interest and was followed by a lively discussion led by Professor Turner, which lasted until 12:35. Even then the audience was loath to give up and the chairman had to remind them that it was time for lunch.

On Thursday afternoon Professor Weber of the University of California presented a scholarly paper entitled "Bedeutungslehre und Bedeutungswandel im Deutschen," which was followed with the closest attention by all present, many taking notes. The chairman and secretary were besieged with requests for a copy of it, if it should be published.

Professor Schevill, head of the department of Romanic Languages, University of California, followed with a brief address which was nevertheless considered by many one of the finest they had ever heard.

Professor Juno Franke of Harvard University then gave his address on "Recent Discoveries Concerning the Conclusion of Goethe's Faust." It is unnecessary to comment on it as it appears in full in the Journal of Proceedings, C. H. S. T. A., and every one can

read it for him or herself. Suffice to say that anyone that does not read it will miss something unusually fine.

The six addresses have all been published this year, those of Professor Turner, Professor Cooper, Professor Francke and Professor Weber in the August number of the *Sierra Educational News*, which was published as the *Journal of Proceedings of the C. H. S. T. A.*; resumé of those of Professor Jaén and Professor Schevill in the *Bulletin of the Modern Language Association of Southern California*.

In response to a very insistent demand for a further consideration of the Direct Method and at the earnest solicitation of the chairman, Professor Schilling of U. C. who was present, so he declared, merely as an auditor, finally consented to say a few words on the subject and lead a further discussion.

Professor Schilling gave a most interesting account of a visit paid by him to the world-famous school of Dr. Max Walter and told a number of anecdotes showing the remarkable results attained by the pupils trained under his method. He then spoke of conditions of German teaching in California before the Direct Method was adopted and contrasted them with present conditions. He quoted statistics to show that in nine years the teaching of German in the secondary schools of California had increased from forty per cent to ninety per cent. He attributed this unprecedented growth to one cause only—the vivifying influence of the Direct Method; he said he knew of absolutely no other cause. Professor Schilling spoke also of the value of an effective training in a foreign language, one that would enable the student to make easy use of it as a medium of communication as well as an aid in research or scientific work or in the extension of literary and linguistic knowledge. He referred, he said, especially to German and French as the old cultural languages and declared that the student who acquired a thorough knowledge of either had a lifelong asset of immeasurable value. Professor Schilling's talk, informal and impromptu as it was, received earnest approbation and appreciation from his audience.

The chairman was highly complimented from all sides on the unusually fine program, many declaring that this was the best session ever held by the Modern Language Section, with the most distinguished speakers who had ever appeared before it.

ANNA M. TIETJEN, Chairman. .  
MARTHA A. IJAMS, Secretary.

## REPORT OF APRIL MEETING

The Spring meeting of the Association in April, held at the University of Southern California, was attended by about one hundred members and friends. At the business session it was voted to reduce the quorum from 25 to 20. The following amendments to the Constitution were also passed:

**Amendment 1.** To establish an Associate Membership at 50 cents a year:

- a. For those Modern Language **teachers** living more than 35 miles from Los Angeles who shall prefer Associate to Full membership.
- b. For all other persons whom we can interest in our work. Associate membership shall entitle members to all publications and announcements of the Association and to attend all meetings. It shall not include the privilege of voting or holding office.

**Amendment 2.** a. The official organ of the Association shall be known as the "Modern Language Bulletin" and shall be published at least three times a year.

- b. The Chairman of the Education Committee shall be Editor-in-Chief of the Bulletin and the editorial staff shall consist of the Education Committee, the President, the ex-President, the Secretary and two additional members appointed by the President.

The following resolution submitted by the Legislation Committee was unanimously passed:

**Whereas,** A state legislature committee has been investigating the subjects of (1) free text-books for the High Schools of the state, (2) state printing of the same, and (3) state uniformity of high school texts;

**Whereas,** Instruction in the languages is in process of transition and reorganization;

**Whereas,** Text-books are by no means perfected nor adjusted to this incomplete process of reorganization;

**Whereas,** Different localities and their schools require different types of texts;

**Whereas,** Attempts at uniformity in smaller units, such as cities, have been far from satisfactory;

**Whereas,** Uniformity of high school text-books, aside from great economic disadvantages, would seriously check and interfere with the readjustment, development and efficiency of language instruction; and

**Whereas**, California would fall behind the other states in educational progress if tied down by a system of uniform text-books; be it therefore

**Resolved**, That the Modern Language Association of Southern California seriously protests against state uniformity of high school text-books.

(A petition embodying the above sentiments was signed by practically all present. This has been sent to the State Board of Education and in duplicate to all members of the Legislative Committee which is handling this question.)

The two following motions were also passed:

**Moved**, That the secretary be instructed to communicate with Commissioner Wood at Sacramento regarding the possibility of having the Oxford University Press series of Modern Language Books placed on the state list.

**Moved**, That the secretary in behalf of the Modern Language Association of Southern California protest to Commissioner Wood against the ruling which forbids the teachers of the state the use of foreign Modern Language texts in their classes in the High School.

The following persons were unanimously elected to honorary membership in the Association:

Prof. Charlotte A. Knoch, Stanford University.  
 Prof. Aurelio M. Espinosa, Stanford University.  
 Prof. Oliver M. Johnston, Stanford University.  
 Prof. Hugo K. Schilling, University of California.  
 Dr. J. Ziegner-Uriburu, of Argentina and Los Angeles.

After the business meeting the interesting program of addresses was as follows:

|                                 |                                                   |
|---------------------------------|---------------------------------------------------|
| Welcome to U. S. C.....         | Dr. Thomas B. Stowell                             |
| The President's Word.....       | Prof. Lawrence M. Riddle                          |
| The Library and the Teacher     |                                                   |
|                                 | Everett R. Perry, Librarian, L. A. Public Library |
| The Yersin Phono-Rythmic Method |                                                   |
|                                 | Orme Hewitt Wessels, South Pasadena               |
| A Brief Display of Films.....   | E. C. Boynton, L. A.                              |

The excellent luncheon in the cafeteria of the University, with a few brief after-dinner speeches, brought to a close a pleasant and helpful meeting of the Association. All united in extending to the University a hearty vote of thanks for its generous hospitality.

CARLETON AMES WHEELER, Secretary.



## NOTES

Contributors: Alice Hindson, Katherine Kent, Hazel Michod, Carleton A. Wheeler, W. A. Enenkel and Ethel Shatto

At the "Modern Language Conferences" held during N. E. A. last summer in New York, special attention was given to the desirability of forming a permanent modern language section of N. E. A. This is a matter which should be of interest to our Association, as it would mean greatly increased benefits to all modern language teachers, and especially to those who are able to attend the sessions of the N. E. A. C. A. W.

Miss Meyerl of Polytechnic high school (L. A.) has found two books especially useful to students of Rosegger: in German "Peter Rosegger" by Hermine and Hugo Moebius (L. A. Public Library); in English, the chapter on Peter Rosegger from "Glimpses of Modern German Literature" by Kuno Francke.

We are pleased to announce that an "Elementary Spanish Reader" by Prof. Espinosa of Stanford University is now ready. (Benj. H. Sanborn & Co., 623 So. Wabash, Chicago.) A review of it is being prepared for our readers and will appear in the December "Bulletin."

On the afternoon of May 5, in the auditorium of the Polytechnic High School, the French classes of the Intermediate Schools of Los Angeles united to give a program in French. As guests they invited the teachers and students of French in the city High Schools. To further stimulate the interest thus aroused, Mr. Aliot announced that the Alliance Française would hold examinations for students of various grades and present medals to those receiving the highest marks. The French classes of the High Schools then prepared a program for the evening of May 26, which they presented in the auditorium of Manual Arts High School. To this they invited their hosts on May 5 along with many other friends. Many and hearty were the expressions of

pleasure heard at the conclusion of each program. We believe that such co-operation and union in members is a helpful way of increasing interest and enthusiasm in the study of the foreign language. A. H.

Miss Alfreda Hanna of Hayward High School, Berkeley, has found the Spanish edition of the "World's Work" very helpful for supplementary material. It is published every three months—one dollar for the year—and is very interesting to the students, even though the language is too advanced for them to grasp every word. Topics can either be assigned for written reports in Spanish or the pupils can choose their own topics for oral discussions. As the aim of the magazine seems to be to emphasize Pan-American co-operation, to link the two Americas in language and sympathy, it gives the students a realization of the practical value of Spanish.

The Department of Latinoamericano of the University of Southern California is offering four series of Spanish lectures—each Tuesday and Friday at three o'clock. The series is free. The social, economic and geographic conditions of our sister republics are dealt with, and consequently the course should be of the greatest interest to the teacher of Spanish. Dr. J. Ziegner-Uriburu, who presents the course, is also writing a series of articles for the Times Magazine each Sunday—one in Spanish and one in English—along the same lines.

An item of interest to the Spanish section found in a current art magazine states that the first "copy books" were of Spanish invention. The copies set were quaint in form and expression, with the queer old spelling, of course.

A useful book for the Spanish student is the Barcia-Roque "Sinónimos Castellanos," published in Barcelona, Spain. K. K.

Two modern language student clubs at Throop College have proved successful. The "Cercle Universitaire," affiliated with the "Alliance Française" of Los Angeles, has about thirty-two members and meets once a month. The "Lope de Vega," with about thirty members, has two meetings each month, one for business and one for a program. W. A. E.

Friends of Miss Harriet Kemp will be interested to know that she has deserted the cause of German teaching after so ably upholding it for three years in the Pasadena High School. The war is not responsible. Her present address is Mrs. J. R. Lewis, Grinnell, Iowa. E. S.

Miss E. Molle, well known in the Modern Language Association of Southern California, is spending the year in study at the University of California. H. M.

Miss Ruth Henry, one of the members of the state commission to pass on Spanish books, is teaching German, French and Spanish at the Los Angeles State Normal School. Last year Miss Henry was a member of the faculty of San José High School. H. M.

Miss María López of Los Angeles High School has accepted a position in the Julia Richmen High School of New York City. She has been very prominent in Spanish work in Los Angeles, so her absence will be deeply felt in all Spanish circles. H. M.

Miss Olive M. Wentz, formerly a teacher of French and Spanish at the Hollywood High School and always a supporter of the activities of the Association, has just built a charming home high on the hillside overlooking Hollywood. The best wishes of those she leaves behind in the profession go with her. C. A. W.

Miss Susan D. Huntington, director of El Instituto Internacional in Madrid, is wintering in Porto Rico, as she refuses to cross the Atlantic for a sixth time during the great war. H. M.

Miss Juliette Lévy, formerly of Manual Arts High School, has become head of the Modern Language Department in the University High School, Oakland.

From August 20 to October 15 an exhibit of old Spanish masters was arranged by the Ehriel Galleries of New York at the Mission Inn in Riverside. The collection included famous works by most of the renowned Spanish artists of the sixteenth and seventeenth centuries, such as Carreno, Goya, El Greco, Ribalta, Zurbaran, Ribera, Coello, Lucas and Murillo. Never before has such a collection of Spanish painters been exhibited west of New York. H. M.

Of the five hundred or more persons attending the "Examiner Spanish Classes" the past summer, thirty have joined together to form a permanent class for mutual practice in Spanish conversation. The class meets each Wednesday evening in the Music Room of the Public Library, from 7:30 to 9 o'clock. The book adopted as the basis for the lessons is the recent publication of the World Book Company (Yonkers), "El Método directo para aprender el Español." It is entirely in Spanish. This book is proving admirable for the purpose. It can be heartily recommended for adults, or mature pupils beginning Spanish, either for class use or self-instruction. (Price \$1.00: Cunningham, Curtiss & Welch, L. A.) C. A. W.

Friends of Mrs. Aurelia Borguez de Whenthoff will be glad to know that her excellent little book, "A Series of Spanish Conversations," has been put on both the Library Reference List of the City Schools and also on the Text-Book List. This book is quite unlike any other Spanish method on the market. Mr. M. C. Bettinger, Assistant Superintendent of Schools, Los Angeles, says: "I have examined Mrs. Whenthoff's book, 'Spanish Conversations,' and passed it on to others for correction and corroboration of my own conclusions. Out of it all there has come a unanimous approval, voiced in the words, 'It is the best Spanish book in that field.'"

Mrs. Whenthoff is the author of another interesting book, "Leyendas his-

tóricas Mexicanas, costumbres y Mitología." Both books are published by the author. They are announced in one of the advertisements of this issue of the "Bulletin."

The Spanish teachers of the Hollywood High School had the pleasure this summer of examining and criticizing the manuscript of a new Spanish method for beginners, soon to appear from the press of Scribner & Sons. The author, William Hanssler, of the Yeatman High School, St. Louis, has tried to meet the modern demand for a "Direct Method" Spanish book, suitable to the age of the students who take up Spanish in the High Schools or in College, and developed throughout in Spanish. A reading of the manuscript has impressed us very favorably indeed and we believe teachers of Spanish will be interested to examine the book as soon as it appears in print.

Mr. Hanssler published in 1915 a very useful little volume, "A Handy Bibliographical Guide to the Study of Spanish Language and Literature, with Consideration of the Works of Spanish-American writers." C. Witter, Publisher, St. Louis, 63 pages.) This little book is a real mine of information, clear and up-to-date, for the teacher or student of Spanish.

C. A. W.

Mr. Glenn H. Spangler, one of the earliest secretaries of the M. L. A. S. C. and for several years a teacher of Spanish at the Hollywood High School, spent two years in graduate study at Harvard University and then, in 1915, went to Spain as Research Fellow in Romance Languages. His present address is "Consulado de los E. U. A., Sevilla, Spain." It is hoped we may have an article from him for the next "Bulletin."

## BOOKS AND PERIODICALS

**Der Deutsche Verein.** Adele Meyer Outcalt; Aus Nah und Fern, October, 1916.

Teachers of German interested in the work of a "Verein" in school should read this most interesting and helpful article. Mrs. Outcalt discusses first the general formation of such a club then gives specific suggestions as to the work of the club.

IDA E. HAWES.

**Choses et Autres.** Philadelphia Publishing Co. 50 cents per year.

"Laugh and the world laughs with you" is an atmosphere that is easily made possible in language teaching when you are using this little magazine, published for second and third year classes. In addition to the copious supply of up-to-the-minute French jokes—good for memory work—there is a good selection of current events and popular poetry arranged by the editor especially for American secondary schools. Club rates for students can be secured upon application at the Philadelphia office. It is said that Choses et Autres is used in more high schools of the United States than any other magazine of its kind now in circulation.

**L'Illustration.** 13, rue Saint-Georges, Paris, 52fr. per year.

The Illustration is a universal illustrated magazine that would be of service in advanced French classes. It contains an average of three score photographs and sketches, while its articles are written by the greatest intellects of France. All rights of reproduction are reserved throughout the world.

**"Courrier des Etats-Unis,"** 195-197 Fulton Street, New York, \$5.20 per year, is the best French newspaper published in the United States. This *édition hebdomadaire* contains a summary of the principal foreign and domestic news of the week. Let us not forget that the French language is not a dead language and that modern education demands that we go beyond the literature if we wish to awaken an interest in the student.

**Catalogue des Livres Français de la Bibliothèque de Los Angeles.** By Lawrence M. Riddle, Professor of French, University of Southern California.

With the financial support of several influential French citizens of Los Angeles, the author is able to offer to the public free of charge an excellent

catalogue of the French books in the Los Angeles Public Library. The divisions of Philosophy, Criticism, Literary History, Religion, Philosophy, Fine Arts, etc., are so complete as to enable one to find all available information on any subject. Then, too, the alphabetical index, with page numbers, further serves this purpose. It is a duty of every French teacher to see that all French speaking people and students are made aware of the opportunity to find easily what they desire in the French section of the Library. Moreover, the librarian, Mr. Perry, has consented to furnish the public with a quarterly supplement of the French books that are hereafter acquired. The Association and French clubs feel deeply indebted to Prof. Riddle for his conscientious work in preparing this valuable catalogue, copies of which can be had by applying at the Los Angeles Public Library on Fifth street, between Hill and Broadway.

MARTIN DE SHAZO.

**Handy German Grammar**, Chester Nathan Gould, Univ. Chicago. Scott, Foresman & Co. 1916 (93 pages).

A compact, attractive, reasonably complete and easily carried reference Grammar in English for second and third year students of German.

**Ausführliche Deutsche Grammatik**, Bishop & McKinlay (1915). D. C. Heath & Co. 110 pp.

This small reference grammar, all in German, attractively printed and complete enough for any High School class, will appeal to those teachers who feel strongly the value of "Direct" attack at every point upon the student's mind.

**Gender and Declension of German Nouns**, Caroline T. Stewart, Univ. of Missouri, pp. 50. D. C. Heath & Co., 1916.  
One of the Heath pamphlet series.

Contains a clever diagram of the noun declensions, a short vocabulary, several pages of small line drawings, and blank pages for pictures to be furnished by the pupil. An interesting attempt to furnish individual "Anschauungsmaterial" for beginning classes.

**First Spanish Reader**, Roessler and Remy, High School of Commerce, N. Y. pp. 248. 1916. A. B. Co.

This handy-volume reader, clearly typed and attractively illustrated, is a most welcome addition to Spanish text-books of this class. Its 130 pages of selections, 25 pages of songs, and 30 pages of questions on the text seem admirably adapted to instruct and to hold the first year student. It has been adopted by the Los Angeles City schools.

**Examination Questions, English, French, German, Spanish**: College Entrance Examination Board. Series II (1906-1910), 40 cents each. Series III (1911-1915). Ginn and Company.

The papers contained in these collections represent about the only standard one can turn to in this country for relative measurement of our work in the class room. The supply is limited and they will not be reprinted. Every school library, if not every modern language teacher, should have a copy.

**Beginner's French**, Walter Ballard, 1914, pp. 250. Charles Scribner's Sons.

In this text a conscientious and successful attempt has been made to produce a beginner's book that can be used with real delight by the teacher desirous of approaching the language as directly as possible. Typography and illustrations are most pleasing and the exercises are varied and numerous. A grammatical résumé, a few songs, and a good vocabulary complete the book. A better book for High School students would be hard to find.  
C. A. W.

## SECRETARY'S NOTES

The membership of the Association, regular and associate, now numbers over 200. More names are beginning to come in with the new school year and the next two months will undoubtedly add materially to the circle of those interested in the meetings and in the publications of the Association. The Secretary and the Membership Committee will be greatly assisted in enlarging the membership if more of the old members will make an effort to interest new teachers, advanced pupils, principles and friends in becoming regular or associate members. With twice our present backing we can accomplish fourfold results along the lines already entered upon and tap new fields of usefulness.

**"Modern Language Teaching"**

In answer to requests from various members of the Association your Secretary has arranged with the publishers of "Modern Language Teaching," the official journal of the Modern Language Association of England, to have copies furnished to such American teachers as desire to subscribe for 90 cents a year (8 monthly issues). Subscriptions should be arranged for with the Secretary, in writing, or at the October meeting. The publishers were kind enough to send a sample copy of the magazine to all members of the Association this summer, at the Secretary's suggestion, and California Modern Language teachers will do well to show their cosmopolitan spirit by subscribing to this very excellent English publication.

**Dr. Krause's Bibliography**

Some twenty-five additional copies of Dr. Krause's "Bibliography for 1914" have been secured since last April and are for free distribution to members who did not receive a copy with the April "Bulletin." Drop a card, or make your request known at the October meeting.

The Bibliography for 1915 publications is to appear in the October number of the "Modern Language Journal." Reprints will probably be

secured by the Association and be for sale at the December meeting.

**"The Modern Language Journal"**

The first number of the national "Modern Language Journal" is promised us this month. A partial canvass of our membership has been made and sufficient subscriptions secured (25 is the minimum), to entitle us, as an Association, to affiliation with the other Modern Language societies throughout the country which are supporting the new Journal. The regular subscription price is \$1.50 per year, but to members of the affiliated Associations the price is \$1.25. Those who have not already signified their intention of subscribing are invited to communicate with the Secretary on the subject as soon as possible.

**Italian Section of the Public Library**

Mr. Everett R. Perry, librarian of the Los Angeles Public Library, would welcome the regular assistance of a teacher of Italian in the selection of new books in the Italian language. This is a splendid opportunity to work in conjunction with the librarian in building up the Italian section of the library.

**"The Modern Language Bulletin"**

In spite of the greatly increased cost of publication in the past six months, the "Bulletin" is appearing in its regular form. That we are able to continue this work under such adverse publishing conditions is due in a considerable degree to our Advertisers. We wish to thank them at this time for their confidence in our efforts and to ask our readers to give their advertisements careful attention.

Many more teachers should help in the preparation of the "Bulletins"! Why can we not have more reports of the little and the big things that are taking place daily in our schools and that others would be glad to know about? It is planned to publish the third "Bulletin" in December. Why not begin now to jot down or to send in "briefs" that should appear in the next number? If you do not provide the "Bulletin" with this material, how



is it to obtain it? It would be a great help, also, if several teachers would send in periodical and book reviews. They will always be welcome and will save the regular staff some of the over-busy hours spent on these departments just previous to the date of publishing!

One thing more. If you have an extra copy of the "Bulletin" for November, 1915, or know where we can secure any, kindly let us know, as the office supply is exhausted and there is still a demand for copies.

CARLETON AMES WHEELER,  
Secretary.

#### OFFICERS OF THE ASSOCIATION

President, Lawrence M. Riddle, University of Southern California.

Vice President, Otilie Stechert, Anaheim High School.

Secretary, Carleton Ames Wheeler, Hollywood High School.

Treasurer, John W. Combs, Lincoln High Schools, Los Angeles.

Chairman Legislation Committee, Otilie Stechert, Anaheim High School.

Chairman Education Committee, Ethel Shatto, Pasadena High School.

Chairman Membership Committee,

Elizabeth Meyerl, Polytechnic High School, Los Angeles.

Chairman Social Committee, Hazel Michod, Lincoln High School, Los Angeles.

Chairman French Section, Martin De Shazo, Hollywood High School.

Chairman German Section, Zella Pearl Hart, Berendo Intermediate School, Los Angeles.

Chairman Spanish Section, Katherine Forrester, University Southern California.





## Direct Methods from Direct Results

|                                |  |                                      |  |             |
|--------------------------------|--|--------------------------------------|--|-------------|
| <b>German</b>                  |  | <b>Storm's Pole Poppenspaler....</b> |  | <b>.50</b>  |
| <b>THE WALTER-KRAUSE</b>       |  | <b>Von Wildenbruch's Das Edle</b>    |  |             |
| <b>GERMAN SERIES</b>           |  | <b>Blut .....</b>                    |  | <b>.50</b>  |
|                                |  | <b>French</b>                        |  |             |
| Walter-Krause's Beginners Ger- |  | <b>THE WALTER-BALLARD</b>            |  |             |
| man .....                      |  | <b>FRENCH SERIES</b>                 |  |             |
| Walter-Krause's First German   |  | Walter-Ballard's Beginner's          |  |             |
| Reader .....                   |  | French .....                         |  | <b>1.00</b> |
| Ballard-Krause's Oral German   |  | Ballard's French Reader.....         |  | <b>.90</b>  |
| Walter-Krause's German Songs   |  | Max Walter's French Lessons..        |  | <b>.75</b>  |
| Max Walter's German Lessons    |  | Walter-Ballard's French Songs.       |  | <b>.50</b>  |
| <b>THE WALTER-KRAUSE</b>       |  | <b>THE WALTER-BALLARD</b>            |  |             |
| <b>GERMAN TEXTS</b>            |  | <b>FRENCH TEXTS</b>                  |  |             |
| Arnold's Fritz auf Ferien..... |  | Sand's La Mare au Diable....         |  | <b>.50</b>  |
| Gerstaecker's Irrfahrten ..... |  | Ballard's Short Stories for Oral     |  |             |
| Seidel's Leberecht Huehnchen.  |  | French .....                         |  | <b>.75</b>  |
| Storm's Immensee .....         |  |                                      |  |             |

**CHAS. SCRIBNERS' SONS**

165 Post Street

San Francisco

## New Excellent Spanish Texts

|                                                      |        |
|------------------------------------------------------|--------|
| Espinoza and Allen's Elementary Spanish Grammar..... | \$1.24 |
| Roessler and Remy's First Spanish Reader.....        | .68    |

These two books are in wide use for first year work in the high schools of California. The high schools of Los Angeles, San Francisco, Pasadena, Long Beach, Santa Ana, Riverside, Glendale, and many smaller schools are using one or both books.

## Two Significant Statements

Prof. R. E. Schulz, of the University of Southern California, says:

"After a thorough trial of several Spanish Grammars, including those of DeVitis, Coester, Hills and Ford, and Espinoza and Allen, I am overwhelmingly convinced of the superiority of the Espinoza-Allen. I shall use it in the University of California this summer and here at the University of Southern California next year."

Dr. A. E. Wilson, Prin. Manual Arts High School, Los Angeles, says:

"Roessler and Remy's First Spanish Reader more nearly meets the needs of first year students than any other Spanish Reader that I have ever seen."

**YOU WILL SAY THE SAME WHEN YOU HAVE EXAMINED THE BOOKS**

**AMERICAN BOOK COMPANY**

New York

Cincinnati  
Represented by

Chicago

D. J. Sullivan C. C. Van Liew  
565 Market Street, San Francisco

L. E. Armstrong  
252 South Spring Street, Los Angeles

## 1917 Summer Session University of Southern California

Opens July 2

¶The University of Southern California will have the close cooperation of the University of California in this summer session, through a special arrangement just completed, involving exchange professorships, and special lectures by eminent scholars.

¶Four great eastern educators will come to the University of Southern California's Summer Session: Dr. E. C. Moore, Dr. T. N. Carver, Dr. E. B. Krehbiel, and Dr. R. E. Burton.

¶Forty other instructors, offering approximately one hundred courses in twenty departments. Full college credit towards B.A. or M.A. degree.

¶Write for special Summer catalog.

J. H. MONTGOMERY, Registrar  
Los Angeles, Cal.

165 POST STREET

SAN FRANCISCO

## AUS NAH UND FERN

A Modern Text in Periodical Form

The best California schools and colleges have for six years been friends of AUS NAH UND FERN. Forty-nine used it in quantity this year.

The ideal German course of study must include the vocabulary and idiom of the 20th century. Even the best method is inadequate if the subject matter is uninteresting to the student. High authorities recommend NAH UND FERN to supply inspiring reading on topics of current interest.

Dr. W. H. Price, the Modern Language Specialist of the New York State Department of Education says: "I should be delighted if any word of commendation on my part could secure a wider use of it in the public and private secondary schools of this state."

For further details address

THE FRANCIS W. PARKER SCHOOL PRESS  
330 WEBSTER AVE., CHICAGO

## Foreign Books

JUST OUT—Our General Catalogue of French Books (over 7000 titles), and School Books to learn French, Spanish, Italian, German, etc., Methods and Dictionaries for 20 different Modern Languages.

We send this catalogue of 176 pages on receipt of 25 cents. Each catalogue contains a REBATE COUPON of 25 cents accepted as part payment on First Order.

THE FRENCH BOOKSTORE  
411 Grant Ave. San Francisco, Cal.